

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Christian Heritage College

Professional Services Division

April 15, 1999

Overview of this Report

The agenda item includes the findings of the Accreditation Team visit conducted at Christian Heritage College from April 11-14, 1999. The report of the team presents the findings based on reading the Institutional Self-Study Report, review of supporting documentation and interviews with all constituencies of the institution and its subject programs.

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Christian Heritage College and both of its credential programs:

ACCREDITATION WITH TECHNICAL STIPULATIONS

Following are the stipulations:

- That the institution provide evidence that sufficient resources are available for adequate clerical support, for assigning and supervising field placements and for providing computer software and curriculum materials for all classes in the credential program.
- That the institution provide evidence that all Multiple Subject candidates are provided with instruction in mathematics methods.
- That the institution provide evidence that all Multiple Subject candidates are placed in primary and intermediate assignments.

On the basis of this recommendation, the institution be authorized to recommend candidates for the following credentials:

Multiple Subject Credentials

Single Subject Credentials

2. The team recommends that Christian Heritage College provide evidence about the actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by Commission staff.

3. Staff also recommends that:

- The institution's response to the preconditions be accepted.
- Christian Heritage College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Christian Heritage College be placed on the schedule of accreditation visit for the 2004-2005 academic year.

Background Information

Christian Heritage College was founded in 1970 through the leadership of Dr. Tim La Haye who was then pastor of the large Scott Memorial Baptist Church in east San Diego County. The church began sponsorship of the college in the Fall of 1970 with the offering of freshman and sophomore classes. Junior and senior classes were added during the next two years. The first graduates were awarded degrees in June of 1973.

The first six years were characterized by rapidly expanding enrollments, development of new academic programs, and addition of faculty and staff members. A significant milestone was reached in 1976 when Christian Heritage College was granted the status of Candidate for Accreditation by the Western Association of Schools and Colleges. In February 1984, Christian Heritage College was accredited by the Senior Commission of the Western Association of Schools and Colleges.

In the 1986-87 academic year, the College changed to a semester calendar. This modification made it possible to add intercollegiate athletic programs and afforded students the opportunity to participate more fully in extra-curricular and student development activities.

The College offers Bachelor degree programs in Aviation, Bible, Biology, Business, Communications, Counseling Psychology, English, History, Kinesiology, Liberal Studies, Mathematics, and Music. There is also an option for an Interdisciplinary degree that is structured to combine two or more program areas. In 1992, the College extended its mission with the addition of an adult degree completion program, aimed to serve working adults. The program currently offers two degree tracks, one in Business Management and one in Human Development.

Today the College serves over 600 students, representing 25 states and 20 foreign countries.

Teacher preparation is one of the more popular professional programs at Christian Heritage College and receives an adequate share of attention by the College Administration. Historically, the founders of the College envisioned teacher education as being one important way to fulfill the mission of the institution.

Education is one of nine departments of the college, each of which is headed by a Chair. The Education Department offers courses for Multiple and Single Subject Teaching Credentials and CLAD Certificates. It also coordinates the Liberal Studies Major and provides advising to undergraduates in this major as well as to students with degrees who attend the College solely to obtain a teaching credential.

Preparation for the Accreditation Visit

The Commission staff consultant was assigned to the institution in Spring, 1997 and had telephone conversations with the Department Chair and other faculty during the Fall of 1997. A meeting with the Department Chair and other full time and adjunct faculty was held on campus in the Spring of 1998. Discussions were held regarding team size and configuration, standards to be used, interview schedule, the documents room, format for the Institutional Self-Study Report, and other logistical and organizational arrangements. The original team member selection was made the Fall of 1998 and telephone conversations were held with all three team members. A further meeting was held on campus late Fall, 1998 in which a review of the interview schedule, school site visits, preconditions, facilities for the visit, computer availability was completed with the Department Chair and other faculty.

Selection and Composition of the Accreditation Team

A decision to have three team members was made cooperatively with the Department Chair and faculty. The decision was to have one K-12 practitioner and two higher education members who had expertise in multiple subjects and single subjects and program coordination. Team members selected had appropriate experience, expertise and were trained in the use of *The Accreditation Framework* and Accreditation Handbook.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the Institutional Self-Study and other college documents. Team members received materials from the Commission staff regarding meeting and visit logistics, a draft of the interview schedule and possible assignments. Team members first met on Sunday afternoon April 11 at 2:00 p.m. Team members discussed areas of the Self-Study, interview schedule, interviewing techniques, writing assignments and provisions for various accreditation decisions. The team met with institutional representatives late Sunday afternoon, had dinner and met again to discuss arrangements for visiting schools and conducting interviews.

On Monday and Tuesday, April 12, and 13, the team read documents in the team room on campus, visited schools and conducted interviews. The team members conducted interviews with candidates, graduates, cooperating teachers and principals, school administrators, university administrators and members of the Teacher Education Advisory Committee. Team members met for lunch on Monday, Monday evening, early Tuesday morning, Tuesday lunch and until late on Tuesday evening. A mid-visit report was presented to the Department Chair and faculty at 1:30 a.m. Tuesday. All additional information was presented to the team later Tuesday afternoon. The faculty were responsive to the requests of the team. The team completed the report on Tuesday evening, edited the report on Wednesday morning and presented the report at 11:00 a.m. on Wednesday morning.

Preparation of the Accreditation Team Report

The team prepared the Accreditation Report, using a narrative format, according to the provisions of *The Accreditation Framework* and the Accreditation Handbook. For each of the Common Standards, the team made a decision of "Standard Met" or "Standard Not Met". The team also considered the various factors that could lead to "Met Minimally"

with either Quantitative or Qualitative Concerns. The team also reviewed and discussed each of the twenty-one Program Standards to determine if standards were met or not and consider the possibility that certain may only be “Met Minimally” with either Quantitative or Qualitative concerns. The team then wrote a specific narrative and rationale for the three standards determined to be “Met Minimally” and then wrote on strengths or concerns relative to the program standards.

The team concluded the report with a “Professional Comments” section for consideration by the institution. The comments were prepared as an advisory or consultation from the team members. They are not to be considered as part of the accreditation recommendations of the team.

Accreditation Decisions by the Team

The team completed a final draft of the Accreditation Team Report on Tuesday evening. The team reviewed the whole report on Tuesday night and again early on Wednesday morning. The team discussed each Common Standard and each Program Standard and decided on the basis of interviews and program documents that seven of the eight Common Standards were fully met and that nineteen of the twenty-one Program Standards were fully met.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM REPORT**

Institution: Christian Heritage College

Program: Multiple Subject and Single Subject Programs

Dates of Visit: April 11 - 14, 1999

Team Leader: Mary Humphreys
Buena Park School District

Team Members: Carla Eide
College of Notre Dame

Marilyn Vaughn
Bethany College

**Accreditation Team
Recommendation:** ACCREDITATION WITH TECHNICAL STIPULATIONS

Following are the stipulations:

- That the institution provide evidence that sufficient resources are available for adequate clerical support, for assigning and supervising field placements and for providing computer software and curriculum materials for all classes in the credential program.
- That the institution provide evidence that all Multiple Subject candidates are provided with instruction in mathematics methods.
- That the institution provide evidence that all Multiple Subject candidates are placed in primary and intermediate assignments.

Rationale:

The team recommends "Accreditation with Technical Stipulations" based on the policies of the Accreditation Framework and the findings arrived at after reviewing the self-study, interviewing all constituencies involved, and examining other documentation provided by the college. The overall strength and effectiveness of the program, confirmed by participants and employees of graduates, ameliorates the concerns which were raised. The team analyzed the concerns in conjunction with the program as a whole to come to unanimous agreement that they did not affect the overall high quality of the program. Concerns which the team members considered relevant to the overall effectiveness of the program caused the team to recommend technical stipulations to the College, which are located in the team report.

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
12	Program Faculty	X	Catalog
1	Institutional Administration	X	Institutional Self Study
33	Candidates	X	Course Syllabi
31	Graduates	X	Candidate Files
8	Employers of Graduates	X	Student Teaching Handbook
18	Supervising Practitioners	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis Results
11	School Administrators	X	Information Booklet
1	Credential Analyst	X	Teacher Education Program Handbook
15	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae
		X	Other

Additional Documents Reviewed:

Letters from graduates of the credential program
 Teacher Education Program Evaluation 1995, 1996, 1997, 1998
 Minutes, Faculty Development Committee
 Proposed Pay Scale: Adjunct Professors
 Minutes: Faculty Forum
 Graduate Follow-up Questionnaire
 Master Schedules for Students
 Mini course proposal
 Reading Standard proposal document to CCTC
 Pre-Service Workshop Proposals
 Teacher Education Program Admission Workshop forms
 Student Teacher Placement Forms
 Enrollment information summary sheet
 Admission interview data

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution demonstrates a strong sense of teamwork with pervasive awareness of the College's mission. Clear procedures are available to provide for administrative decision-making in an equitable manner.

Strengths:

The personnel at the institution demonstrate a strong commitment to each other and their common vision.

Concerns:

None noted

Standard 2: Resources

Standard Met Minimally With Quantitative Concerns

Resources to provide quality faculty are clearly in evidence. However, the team noted that it was necessary for faculty, particularly adjunct faculty, to provide other resources and materials for several of the education courses. Clerical support personnel to provide assistance in the maintenance of student files, and personnel for assigning and supervising field placements were minimal. Funding for resources for student use in the coursework needs to be increased to provide computer software and curriculum materials to supplement those provided by respective instructors.

Strengths:

Students have prompt and ready access to both full-time and adjunct faculty and the faculty are willing to provide materials and assistance for the students in the program and for student teachers.

Concerns:

None noted

Standard 3: Faculty:

Standard Met

The faculty are highly qualified professionals who are committed to the College and to nurturing the students they serve. Faculty has extensive K-12 teaching experience, are current in subject matter and pedagogical procedures, and are committed to the professional growth of the candidates in the program.

Strengths:

Faculty qualifications are clearly relevant to their respective assignments.

Concerns:

None noted

Standard 4: Evaluation**Standard Met**

The team found that program evaluation is conducted on a regular basis through a variety of strategies. Survey questionnaires of graduates and employers, as well as qualitative measures within seminars and courses are clearly evident.

Strengths:

Faculty meet regularly to consider possible changes in the program and to obtain information from a variety of sources in a number of ways to determine strengths and possible weaknesses in the program. Also members of the Community Advisory Group reported that the college regularly brings possible changes and improvements to the advisory group for their consideration.

Concerns:

None noted

Standard 5: Admission**Standard Met**

There was strong evidence that multiple measures are utilized in the admission process, including interviews, group processes, and documentation. Students are clearly advised of the processes.

Strengths:

The admission process is extensive, well defined, and routinely implemented.

Concerns:

None noted

Standard 6: Advice and Assistance**Standard Met**

Full-time faculty members advise all students. Program information and requirements are readily available to all students through the catalog, the Teacher Education Program Handbook, and the Student Teaching Handbook. All faculty and supervisors work collaboratively to provide assistance, to review competence and progress, and to assist students who will not be successful in education to find other opportunities where they will achieve success.

Strengths:

Information about required courses and fieldwork is clearly stated in the college catalog. Check lists of requirements are in the Teacher Education Program Handbook. Faculty in other departments who advise Single Subject candidates in their subject matter requirements use this information to ensure consistency of advisement across the campus.

Concerns:

None noted

Standard 7: School Collaboration**Standard Met**

An effective relationship exists between Christian Heritage College and the school districts utilized for student placement. A majority of the college full time and adjunct

faculty and supervisors have been, or are currently, employed in the school districts. Cooperating teachers and administrators participate in screening candidates for admission to the program and as guest speakers in the classes.

Strengths:

Communication is consistent and ongoing across all constituencies. Students are able to utilize resources available through local school districts.

Concerns:

None noted

Standard 8: District Field Supervisors

Standard Met

Placement of candidates for fieldwork and student teaching is done through a personal network developed by faculty. Careful selection of master teachers and extra effort in matching student teachers with the master teachers produces effective working partnerships.

Strengths:

The breadth and sequence of field experiences is an excellent way for candidates to participate in classrooms and school settings before advancing to student teaching. Students cited how useful their fieldwork experiences, such as tutoring during ED 401, Teaching of Reading in the Elementary School, and case studies during ED 303, Educational Psychology, were in preparing them for student teaching.

Concerns:

None noted

Program Standards

Multiple and Single Subject Credential Programs

Findings on Standards:

The team reviewed the institutional self study, the supporting documentation and interviewed members of all constituencies involved in the program. After careful study the team finds all except two program standards to be completely met in the Multiple Subject and Single Subject Programs. Category II, Standard 6: Field Experience Prior to Student Teaching was judged to be met minimally with quantitative concerns and Category II, Standard 10: Readiness for Diverse Responsibilities are judged to be met minimally with qualitative concerns.

Standard 6: Preparation for Student Teaching Responsibilities

Standard Met Minimally With Quantitative Concerns

Although students in the Multiple Subjects program take Math 303, Mathematics for Children, as part of the liberal studies program, those who enter as graduates do not take this course. Math methods are addressed during the ED 405, Curriculum and Instruction in Elementary Education, but are not consistently provided to all Multiple Subject credential candidates. Interviews with candidates and cooperating teachers confirmed this uneven access to methods for teaching math.

Standard 10: Readiness for Diverse Responsibilities

Standard Met Minimally With Qualitative Concerns

Multiple Subjects candidates are not all placed in two different grade span placements. A number of student teachers have been placed in two primary grade (e.g., First and Third) placements rather than one primary and one intermediate (Fourth and Sixth) grade level placement. In the past, placement of student teachers in two or more levels of schooling has been common practice. With the change in personnel doing the placements during the past year, that has not always been accomplished.

Strengths:

Students, graduates, cooperating school personnel all strongly cited the strengths of the instruction provided by the full time and adjunct faculty. Specific reference was given to the ED 401, Teaching of Reading in the Elementary School course. Faculty were recognized for their commitment and personal investment in each student's success.

Interviews with students, cooperating teachers, faculty, and employers of graduates emphasized the caring commitment, and nurturing of candidates in the program. Numerous examples of faculty, both full and part time, and college supervisors working together to implement such a program were shared with the team. The faculty and college supervisors are to be commended for the dedication they bring to the program, and to the students whom they continue to mentor after graduating.

The strong leadership of the Department Chair is reflected in the fine faculty that the chair has assembled and is attested to by each person who, when asked what they would do if they had a problem or needed information, listed the steps, then said, "Then I'd go to (the Department Chair named)."

The Chair's commitment to the program is evident in the personal interest she takes in each student, beginning with the screening process for admission and going all the way through shepherding them through the process for applying for their first credential.

The design and implementation of the admissions process gives the faculty excellent information about candidates for admission to the credentialing program. Methods of screening are varied and effective, and result in acceptance of candidates who will succeed as teachers.

Concerns:

The team notes that multicultural concepts are taught in each class, as evidenced by course syllabi and interviews with candidates and graduates. However, placement for field experience and student teaching does not appear to consistently take advantage of schools with multicultural populations, in particular for Single Subject candidates.

Professional Comments

The team recommends a more comprehensive tracking system, including documentation, to ensure consistency in student records.

The team strongly recommends that the institution consider no less than full-time secretarial support for the department.

The team recommends that Christian Heritage College become involved in local school districts through partnerships in Beginning Teacher Support and Assistance (BTSA).